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ABSTRACT

In response to a request from the Research Division of the American Historical Association (AHA), the Association for the Bibliography of History (ABH) compiled a report on the options for a new history literature guide and on additional issues in history bibliography. The AHA previously conducted surveys to solicit opinions about the need for a library guide to history bibliography resources. This report discusses the issues and options for such a guide and offers a plan the AHA. First, the ABH reviewed currently available guides and serial bibliographies that focus on history, and second, the ABH considered guides and bibliographies available from other professional associations. The options for the new guide include: (1) a one-volume guide to popular history; (2) a one-or-two volume guide for historians and librarians; (3) a multi-volume guide divided by world regions or time periods; (4) a set of modular booklets on historical topics; (5) a combination of modules and a one-volume guide; and (6) a multi-functional database. Regardless of the option chosen, any new guide must be developed as a machine-readable database and be available both online and in print. For financing, it is suggested that the AHA apply for grants and solicit for funds from educational and national foundations and organizations. The document concludes with a summary of other history bibliography issues, such as journal abstracts and bibliographies and a history thesaurus. (DJC)

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A GUIDE TO HISTORICAL LITERATURE AND OTHER ISSUES IN HISTORY BIBLIOGRAPHY

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April 1986

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SUMMARY

1. INTRODUCTION This is a report to the Research Division of the American Historical Association suggesting options for a new guide to historical literature and outlining current issues in history bibliography.

2. HISTORY BIBLIOGRAPHY TODAY A brief overview of the major current bibliographies in history provides a context for the discussion of issues in history bibliography, including a guide to historical literature. It is essential that readers recognize the distinction between a guide and a current bibliography and not expect a guide to serve the purpose of the latter. Indexes and abstracts produced by the AHA and three publishing companies provide current bibliographies that range from simple current awareness services to extensively indexed abstracts and citation indexes, each with its advantages and disadvantages. An ideal current bibliography would be comprehensive, classified, thoroughly indexed, and available online.

3. PROFESSIONAL SOCIETIES' BIBLIOGRAPHIES AND GUIDES Many scholarly societies provide their members with bibliographical services but not necessarily guides to the literature. Guides have been produced by single individuals and by teams of scholars, both with and without professional organization sponsorship. The AHA's sponsorship is needed to compile and publish a general guide for a wide audience of teachers, researchers working outside their own specialties, students, educated adults, and librarians.

4. OPTIONS FOR A GUIDE Options for a guide are: 1) a popular guide to history for the general public and students through lower-division college level, emphasizing how to research and write history; 2) a one- or two-volume professional guide, limited in size but still useful to all students, many historians, and educated adults; 3) a multi-volume guide, more extensive than option 2; 4) modular booklets; 5) a combination of options 2 and 3; 6) a coordinated information system.

5. TECHNOLOGY All the options assume production of the guide in machine-readable format and a production system that allows for convenient editing and updating of the database. Publication of the guide in paper form is also a part of each option; its availability to users in machine-readable form is desirable but not as urgent as a printed paper copy.

6. FINANCING AND ORGANIZATION Methods are not reviewed in detail, but it is evident that funding from the NEH and foundations must be sought, as well as the support of AHA members, educational institutions, and a publisher.

7. RECOMMENDATION ON OPTIONS FOR A GUIDE The majority of respondents to the draft report favored a two-volume guide to be published sooner rather than later and emphasizing the literature itself, not instruction on how to research and write history.

8. OTHER ISSUES IN HISTORY BIBLIOGRAPHY Issues identified include the duplication of effort in current bibliographies, including bibliographies in journals, lack of currency, and inadequate indexing; the need for history journals to include abstracts with articles; the need for more meaningful titles on published works; the proposals to develop a history thesaurus and a universal history bibliography; the need for journals to treat bibliography more responsibly; the need to make instruction in bibliography an integral part of history education; and the need to broaden the conception of history and history teaching.

A GUIDE TO HISTORICAL LITERATURE AND OTHER ISSUES IN HISTORY BIBLIOGRAPHY

1. INTRODUCTION

1.1 PURPOSE OF THIS PAPER

In response to a request from the Research Division of the American Historical Association (AHA), an ad hoc committee of the Association for the Bibliography of History (ABH) has compiled the following report on options for a new guide to historical literature and on additional issues in history bibliography.[1] Brief reviews of the current state of history bibliography and of some other professional organizations' bibliographical activities provide background and context for consideration of the guide and other issues.

1.2 HISTORY OF THIS PROJECT

This report draws on much work already done by the AHA and interested individuals. In January 1983 the AHA solicited opinions from history departments, the results of which were reported by Jamil Zainaldin at the ABH-AHA joint session On the Preparation of Guides to Historical Writings at the 1983 AHA annual meeting. Although the number of responses to the survey was small, we believe the results are representative of opinion in the historical community. Subsequent discussions with colleagues by ABH members confirm the division of opinion summarized by Zainaldin and have found only variations on the theme: a guide is needed by professors at institutions whose libraries cannot purchase all the specialized tools or whose programs are not as intensely specialized as those at some of the history departments that produce a large number of

Ph.D.s. A guide is needed by librarians, irrespective of size and type of institution, for bibliographical work and to help students and lay historians begin to find their way through the literature. A guide is needed because many teachers of graduate students concentrate narrowly on their own specializations and do not instruct students in the wider field of historical study and its resources. A guide would also be useful to colleagues in related fields and to historians who need guidance in areas other than their own specializations.

The ABH ad hoc committee solicited further comments from its officers and council members, which the chair of the committee used together with papers from the 1983 ABH-AHA session,[2] the 1984 proposal from ABC-Clio, and Arnold Price's November 1985 paper "AHA and the Future of Historical Bibliography" to draft this paper. The draft was sent to about 70 ABH members and other historians and librarians whose some 25 responses were used by the chair in preparing this final version.

Although a more thorough market survey to determine more precisely the audience or audiences and needs might be considered, we believe that sufficient information is already available to outline the issues and options, with the advantages and disadvantages of each, so that the Research Division can critically review this information and develop a reasonable plan. A survey may be needed to fine tune a plan later on--or, more importantly, to organize the profession to implement a plan.

2. HISTORY BIBLIOGRAPHY TODAY

A brief overview of the major bibliographical publications for the field of history published in the United States will provide a context for the outline of options for a new guide and for the discussion of

issues in history bibliography today. Among the types of bibliographical publications for history, two are most relevant to this discussion: guides and current or serial bibliographies.

In this analysis it is important to bear in mind the purpose of a guide and, consequently, the distinction between a guide and a bibliography. Some responses to the AHA's 1983 survey and other comments on the need for a guide appear to confuse the two and to assume that a guide should serve the purpose of a current bibliography (as well as a retrospective one). A guide is just that, a guide. It helps the reader learn how to find relevant information. It "presents a general overview and description of the literature," the bibliographic arrangements or organization of the literature of an area of study, major publications, and retrieval tools.[3] More specifically, general, comprehensive guides to broad subject areas provide the following: "(1) an introduction to the field with its major divisions and a discussion of recent trends; (2) an approach to research with advice on subject headings and classification schemes; (3) heavily used reference tools; (4) important texts, source materials, and so on; (5) principal journals, including indexing, abstracting, and reviewing publications; (6) organizations including descriptions of their activities and publications; (7) libraries and museums with significant collections; (8) special types of materials used in the field such as government documents, maps, patents, and so on."[4] Guides vary in the amount of attention given to the organization of the discipline and how to do research; some are limited to listing the major reference sources and best books in a field.[5]

A guide leads the inquirer into the literature on a subject, literature judiciously selected and critically evaluated by experts. The selected literature may be presented in bibliographic essays or in an enumerated bibliography, critically annotated, and may even be considered a bibliography; but a guide is more than a bibliography. It is an aid to initiate study and research--not the sole source, not the definitive bibliography on highly specialized subjects, not a handy report of the latest publications on a topic.

A guide is as comprehensive and up-to-date as feasible but must be supplemented by the resources it points to, for example, guides to primary sources in certain areas, retrospective bibliographies on particular topics, and current bibliographies like Recently Published Articles and Historical Abstracts.

Current bibliographies, which periodically record the recent publications of a subject, nation, or other grouping, are published in several formats by organizations, institutions, and commercial publishers of established stability and credibility. Some of these bibliographies focus on history while others are multidisciplinary.[6]

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The AHA publishes the classified bibliography, Recently Published Articles (RPA) three times a year. It covers articles on almost all of world history from about 4000 journals worldwide and publishes the information fairly quickly, but the list of journals screened varies and is not readily available. RPA serves as a current awareness tool, excellent in comprehensiveness and currency, reaching the individual historian right at his or her desk through inexpensive subscriptions. Without cumulations, subject indexing, and annotations, its usefulness is limited primarily to

current awareness, although some users are willing to search the issues back to the beginning (1976). Some historians would prefer consistent, systematic coverage of a set list of journals, but others agree with the practice of selecting articles from a large number of journals and including articles from journals not consistently scanned.

The AHA's Writings on American History (Writings) is a similar current awareness bibliography, based on cumulation of RPA entries. It is limited to United States history, but has the advantage of an annual cumulation and a more detailed classification scheme. Writings indexes articles from a substantial number of journals (approximately 525 in the most recent volume) in history and closely related disciplines and includes dissertations and occasional articles from other journals screened for RPA. (The present Writings is not to be confused with its namesake covering 1902-1960 or with the retrospective bibliographies Writings on American History 1962-73 . . . .)

The most information-rich bibliographies include abstracts. In history, all of United States and Canadian history is covered by America: History and Life (AHL); world history from 1450 is covered by Historical Abstracts (HA). These abstracts, published three times a year, index approximately 2000 journals from all over the world and several hundred books and dissertations. They have both a classified arrangement and a subject index, plus abstracts or annotations in English for article entries. The book entries in AHL also list book review citations. Non-English-language items have titles in both the original language and English translation. There is a time lag of one to three years, sometimes longer, between publication of the original document and its appearance

in AHL or HA, and the time lag itself is inconsistent. There have been some problems with consistency of journal coverage, too. AHL is an online database in its entirety (i.e., 1964-, plus some coverage back to 1954) and HA is online since 1973. The presence of abstracts and the extensive subject indexing, including historical period, make these databases the most successful of the ones noted here for online searching.

Not limited to history but important for their coverage of a core of scholarly journals in the social sciences and humanities are two H. W. Wilson Company indexes that are especially useful to undergraduate students: Humanities Index and Social Sciences Index list unannotated bibliographic citations under specific subject headings, alphabetically arranged (alphabetical-subject indexes, also called dictionary type indexes). Subject headings are based on those used by the Library of Congress for books, added to and modified as needed. These indexes cover fewer journals than RPA or Writings but coverage of the specified journals is consistent. Both indexes are available as online databases (i.e., computer searchable) beginning with late 1984 issues. In addition, Wilson's Essay and General Literature Index provides access to articles in some collections and multi-author works.

A quite different type of current bibliography is the citation index, of which there are two examples relevant to history, Social Sciences Citation Index (SSCI) and Arts and Humanities Citation Index (AHCI). SSCI indexed history journals until 1980 when history was moved to AHCI; it now indexes about 50 history journals. It indexes fully a total of about 1400 journals in the social sciences, including many foreign ones, and an additional 3100 selectively--considerably more than a few years

ago. AHCI covers about 200 history journals in the total of about 1300 journals indexed, again including foreign ones; it also lists relevant articles from journals scanned for SSCI. Designed to index research by tracking publications that cite particular earlier works, these indexes also have a kind of computer-generated subject indexing that uses title words. Proponents of the citation indexes believe title words perform well as index terms, but most historians and librarians find that for many topics in history title-word indexes are inadequate and unreliable. The publisher has found that in contrast to entries in Science Citation Index and SSCI, titles of articles in the humanities must often be annotated for AHCI.[7] The advantages of the citation indexes are that they cover a large number of journals--though not, of course, as many history journals as HA, AHL, RPA, and Writings--and they make information available quickly. They are also available as online databases. Online SSCI covers publications of 1972 and later; AHCI begins with 1980 material. There is greater flexibility and accessibility online than in the print version but there remain the difficulties associated with having only title words for subject indexing.

Indexing of new books is less satisfactory than that of periodical literature. Books are now listed in AHL and HA, but only those titles that have been reviewed in certain journals or book review media; coverage of American history is better than that of other areas. The most comprehensive current bibliography of books is the Library of Congress Catalogs: Subject Catalog (earlier title varies), but it is so massive and dependent on often inadequate subject headings as to be too inconvenient for regular use by students and researchers. Even so, the headings are more precise than those used in Writings on American History, 1962-73: A Subject

8 Bibliography of Books and Monographs.[8] Online union catalogs, principally OCLC and RLIN, represent the holdings of several hundred libraries, including the Library of Congress, and are constantly updated as materials 9 are cataloged by those libraries.[9] A subset of the Library of Congress's new books, supplemented by those of major research libraries in the subject areas, appear in the annual bibliographies published by G. K. Hall, such as the Bibliographic Guide to North American History, the Bibliographic Guide to Soviet and East European Studies, and the Bibliographic Guide to Latin American Studies; however, volumes are not produced for all areas of history. National bibliographies are published by other countries, too; and many countries have trade bibliographies as well. These general bibliographies are usable but somewhat inconvenient for historians and others who have specialized needs.

In addition to these major, general purpose bibliographies, history bibliographies for specific countries, subjects, or areas also exist, for example, Bibliographie Annuelle de l'Histoire de France (Centre National de la Recherche Scientifique), International Medieval Bibliography (School of History, University of Leeds), or the Handbook of Latin American Studies (Hispanic Division of the Library of Congress). Several journals sponsored by professional societies publish bibliographies in their areas of interest, for example, French Historical Studies (Society for French Historical Studies) and the Journal of American History (Organization of American Historians); and the Association for Asian Studies publishes a Bibliography of Asian Studies now separately from its journal. Such bibliographies serve those scholars who see no need to go beyond their specialties, who prefer the convenience of the smaller, selective lists,

or who enjoy the assurance provided by the redundancy of two or more bibliographies covering the same area.

Conclusion Periodical literature is fairly well covered in indexes and abstracts of several types, each with its own advantages and disadvantages, published by a variety of entities. That coverage is characterized by redundancy and duplication of effort, especially among journals, so that the benefits of consolidating some services might be considered (see below). Book bibliographies are inconvenient because of their general, comprehensive subject coverage, their limitations to the publications of particular countries or acquisitions of certain libraries, and their frequently shallow indexing.

Ideally, a current history bibliography would provide coverage of world history, prehistory to the present; in books, articles, dissertations, and reference works, including guides to archives, manuscripts, and microform collections; arranged according to a detailed classification scheme. It would have a thorough subject index, an author index, and possibly a title index for books. The bibliographic citations would be supplemented by abstracts or annotations and, for books, book review citations. The time lag from original publication of an item to its appearance in the bibliography would be no more than three months. Issues of the bibliography would be printed quarterly; indexes would be cumulated in an annual index. Eventually it would be possible to also offer segments of the bibliography in printed or machine-readable form (diskettes, CD-ROM, etc.). (The MLA International Bibliography is printed in several volumes for selective purchase by individuals and in a combined format for libraries.) In addition to being available in paper issues and volumes,

the entire bibliography would be online with a major information retrieval system for convenient current and retrospective searching.

The requirements, in sum, are timeliness; comprehensiveness in subjects and types of materials; extensive in number of items; classification as one means of access; thorough indexing as a second means of access; annotations; and online availability.

3. PROFESSIONAL SOCIETIES' BIBLIOGRAPHIES AND GUIDES

Characteristically, mature professional scholarly organizations undertake to provide their members with "bibliographical accoutrements to ply their trade" and maintain extensive bibliographic publishing programs.[10] In some cases the professional organization produces the most comprehensive and most informative bibliography. Psychological Abstracts, begun in 1927, is a model of a timely and informative current bibliography, and is unquestionably the most important bibliography in its field. The time lag from publication to listing in the index is short; abstracts are written according to exacting guidelines; entries are classified for access by general topic; indexing is thorough and well-controlled. Timeliness is achieved in part by publishing monthly issues that have only preliminary indexing; the annual cumulative index provides the more detailed and complete indexing. Psychological Abstracts is also available online with coverage since 1967.

A different type of bibliographic service is the Modern Language Association's annual bibliography. First published in 1922 as the American Bibliography, it has now grown into the MLA International Bibliography (MLA). Individuals can purchase separate volumes such as "British Isles,

. . . American Literatures," "European, . . . Literatures," or "Linguistics." In 1978 the Modern Language Association undertook an eighteen-month project, funded by the National Endowment for the Humanities, to develop a new indexing system for the bibliography.[11] Access has been greatly improved by the expansion of the classification scheme and by the addition of a subject index, although the indexing is still sometimes too general. Thus this bibliography is neither as informative nor as reliably searched online as those bibliographies that have abstracts and more thorough or detailed indexing. MLA is recognized as the basic, most comprehensive, general bibliography for modern languages and literatures, but there are numerous complementary ones for specific literatures or groups of languages, time periods, and genres. Both the American Psychological Association and the Modern Language Association provide other bibliographical services and publish additional materials for their professions.

Among the many professional or scholarly organizations that provide bibliographical services, the American Economics Association publishes both the quarterly Journal of Economic Literature, which includes a current bibliography section, and the cumulative (now annual) volumes of the Index of Economic Articles in Journals and Collective Volumes, covering 1886-1980 and about 250 journals and 350 collective works (as of 1985). The Index suffers a time lag of about five years. The interdisciplinary American Society for Eighteenth-Century Studies has had an uneasy time converting to computerized production and maintaining its annual bibliography, The Eighteenth Century: A Current Bibliography, which began as an issue of Philological Quarterly in 1971 and became a separate publication of the society in 1975. The Association of Asian Studies is now automating production of its Bibliography of Asian Studies, including input via

diskettes by section editors, to overcome its three-year time lag. None of these organizations, however, publishes a comprehensive guide to the literature.

The American Historical Association, like its sister scholarly societies, has provided several bibliographical services for its members including pamphlets from the Service Center for Teachers of History. AHA bibliographies (RPA, Writings) do not hold the dominant position that Psychological Abstracts or even MLA hold in their fields, but the AHA produced the highly regarded guides to historical literature in 1931 and 1961.

Guides in the social sciences and humanities have been produced by a
12 variety of entities, but not usually professional organizations.[12] Of the two major guides to US history, the Harvard Guide to American History (1974) was compiled by a team of scholars without professional society sponsorship. The Guide to the Study of the United States of America (1960, 1976), which covers all aspects of American civilization and is generously annotated, was compiled by librarians of the Library of Congress and published by the Government Printing Office. The new, comprehensive, and well received Guide to the Literature of Art History (1980) was compiled by two persons with the assistance of a number of other scholars and published by a professional association, the American Library Association, which also recently published new but much smaller guides to religion and music, also compiled by one or two persons. The admirable (despite some errors) but sadly out of date guide by Helen J. Poulton, The Historian's Handbook (1972), which is limited to reference works, was produced without the support of a team or a professional society.

On the other hand, some guides of similar or greater scope and size have been orchestrated and produced under the aegis of professional organizations, notably the Mediaeval Academy of America's The Literature of Medieval History 1930-1975: A Supplement . . . (1981) and the Society for Historians of American Foreign Relations' Guide to American Foreign Relations since 1700 (1983). The latter, compiled by a team of contributors and editors, is now to be revised and updated using input to the database from diskettes prepared by individual historians. It represents a successful combination of the scholarly and technical expertise and dedication of historians and the encouragement, assistance, and technical expertise of a commercial publisher. A third example is The Craft of Public History: An Annotated Select Bibliography, which has the characteristics of a guide and was prepared by a team of contributors, editors, and general editors under the auspices of the National Council on Public History. These examples required great organizational skills and commitment as well as scholarship from the individual members of the team.

Guides to more limited or more specialized topics are produced in increasing numbers by one or two individuals and are published by commercial publishers and occasionally by professional associations. These guides are sometimes full-fledged guides or handbooks like M. Thomas Inge's Handbook of American Popular Culture (3 volumes; 1978-81) or Everett Uberto Crosby's introductory, 9,000-entry Medieval Studies: A Bibliographical Guide (1983). Others are highly selective bibliographies on subjects like the social history of the United States, women's history, or urban history. The last type is convenient and useful for students and the general reader but the guides lack the breadth and the authority of the more ambitious compilations of a team of scholars.

Guides aimed primarily at the undergraduate and beginning graduate students, written by librarians or history professors, are more selective and usually more didactic. One of the best recent examples is Elizabeth Frick's Library Research Guide to History (1980), which also notes several others (p. 43).[12]

Conclusion Students and scholars are served by guides on limited subjects and specific topics from a variety of sources and with a variety of levels of selectivity and annotation. The specialties within the field of history are too many and too fragmented for the AHA to be able to serve the bibliographical needs of all researchers in their areas of specialization. The lack of interest by some specialists (certainly not all) in a new guide must be weighed against the needs of the larger group of AHA members and the "history public." What is needed and where the AHA's efforts and abilities would "fill a gap" is the design and compilation of a general guide for the wider audience of college and university teachers, researchers beginning work outside their own specialties, upper division and graduate students, serious, educated adults, and librarians and other information specialists who assist those researchers. It is doubtful that any entity other than the AHA would successfully sponsor and organize the compilation of such a guide.

4. OPTIONS FOR A GUIDE

In the following options, technological aspects are reserved for Section 5, Technology. All of the options assume the creation of a machine-readable database with easy editing and updating features and publication of the guide or guides in printed form from that database by photocomposition or whatever is the latest and most economical printing

technology. It is also assumed that subject and author indexes will be included. For scholars and other users of a guide, a reasonable schedule for new editions would be every five years.

4.1 OPTION 1: A POPULAR GUIDE TO HISTORY

A one-volume, didactic guide would serve the interests of informed readers and history buffs among the general educated public and students of high-school and lower-division college levels. This type of guide would be more useful for public library patrons than for scholars and upper-division and graduate students.

The guide would provide a general overview of the sweep of history and include a highly selective bibliography, an introductory essay on history, and introductions to each field, being careful to point out the current techniques, resources, and technology available for pursuing research. Other emphases of this guide would be local history, genealogy, biography, and other popular topics.

This type of guide could be managed by a single editor and a small editorial board, calling on members of the historical profession for advice and contributions, and relying on AHA resources. It could be published in both paperback and hardcover and be distributed through trade channels, and its size would make it easy to handle.

In producing such a guide-a really good one--the AHA would be promoting the study of history among members of the general educated public and providing them with a service. The guide would dovetail with the enthusism generated among the public by recent histoical dramas that have become popular on television. Whether there really is a market for this type of

book and whether the major constituency of the AHA, academic historians, would support this option is not certain. The consensus of responses to the draft of this paper was that this option is not what is most needed. Furthermore, most of the objectives of this option could be met by option 2.

4.2 OPTION 2: ONE-VOLUME OR TWO-VOLUME PROFESSIONAL GUIDE

4.2.1. A one- or two-volume guide is called for by historians and librarians who see the need for an introductory tool for use by students, high school through post graduate level; by teachers and librarians who work with students, teachers, and the general public; by specialists within history and in other fields who are looking beyond their specialties; in fact, by everyone interested in the study of history, except the advanced scholar whose interest is confined to his or her own specialty. This guide would be thoroughly professional and scholarly, but it would be presented in such a manner as to be usable by students and non-academics.

The one-volume format would require severe restrictions on the number of entries in the guide, but would be more convenient than multiple volumes, would promote the browsing of sections beyond ones of immediate interest, and would keep the cost lower. The smaller the guide in terms of number of pages, the greater the ratio of explanatory text to bibliographic citations. Given the explosion of writings since the 1961 Guide, this one-volume guide could not be comparable to the earlier editions in depth. In fact, there is doubt that a single volume could include geographical, chronological, and topical chapters and still be viable.

Although a two-volume set is admittedly less convenient for the majority of the intended audience (one contributor noted that even the

Harvard Guide suffered in loss of ease and frequency of use when it went to two volumes), given the development of new subfields like ethnic studies, urban history, public history, etc.; the need to include fields in which there is wide public interest; and the growth of not-so-new areas like social history (including family, women, non-elite groups) and cultural history (including intellectual history, history of science, popular culture), the two volumes are probably the minimum. The two volumes could be divided so that the newer and interdisciplinary subfields are in volume two; or it might be possible to put only the indexes in the second volume. The latter arrangement would preserve the presentation of the geographical-chronological fields and topics in a single volume to encourage browsing. Another possible arrangement might be to put the guide, strictly speaking, in volume one and the bibliography in volume two. The next step in planning this option might be to produce a sample or model chapter on a particular country to illustrate the desired content and problems that will occur, then see to what extent that model could be applied to other countries. The details of the proportion of space devoted to the various fields and topics will have to be planned and tested by the editors.

In any case, the option of either a one-volume or a two-volume professional, scholarly guide will require careful planning, selection, and compromise on both the organization of the guide and the entries included.

4.2.2. Size

The format and size of the guide depend on the desired scope in subject matter and number of entries, but if the objective is to produce a handy, one- or two-volume guide, size must be limited. The guide is

an introduction (see p. 3 above), which indicates that the size should be manageable by a relative newcomer to the field. The preferred maximum number of pages would be 1,000 but might run to 2,000; effective design can allow for the inclusion of more entries or less pages. The number of entries would depend on the length of the annotations and layout design but with short annotations might be between 5,000 and 10,000 entries. The length of the annotations would vary; more important titles would be more fully described and many entries would be unannotated.

4.2.3. Scope

The focus of the guide should be clearly on history; related disciplines should be included only to the extent that they pertain directly to the understanding of history. It should have full geographical and chronological coverage--that is, world history from ancient times to the present. Subfields must be represented; the number of entries may be slight but the presence of the major works of the new and interdisciplinary areas of study must be noted.

The guide would give priority to reference sources (guides to the literature of more specialized subjects; specialized encyclopedias; indexes; bibliographies; guides to archives, microform collections, statistical sources, and such media as film, photographs, and oral histories), but the emphasis in the selection of the bibliographic entries should be on printed materials, not artifacts or other media. The one-volume version would be less comprehensive, even on reference sources, but would still have to provide guidance to major tools including those beyond the college library collection. The guide would concentrate on English-language materials, secondarily on materials in other Western languages. Materials

in non-Western languages would have to be relegated to more specialized guides. The emphasis might be on books, but significant articles would be included as well as journals that concentrate on particular fields and ones that publish current bibliographies.

Optional features are historiographical essays and instructions on how to begin bibliographical research. Although an introduction to the use of bibliographical tools for research in history and guidance on how to extend one's knowledge are necessary, the majority of contributors emphasized that the main thrust of the guide should be the literature, not how to research and write history. In fact, the suggestion that "how to" information be included elicited definite negative responses. The guide would include references to those books that are more didactic (see note 5). Introductory historiographical essays sketching the trends and problems of the particular subjects would be useful, too, if kept to a length that a reader would be likely to use.

4.2.4. Problems

The advantages of a one- or two-volume guide have been noted in the initial description. The disadvantages center on condensing to a manageable size the literature and the instructions on how to use the literature without oversimplifying or distorting it beyond usefulness.

The organization of a team to compile the guide might seem to require more effort than the final product would be worth. Essentially the same elements would be required to produce the one-volume guide as to produce a longer, more detailed one like that described in the options below. Those elements were outlined by Eric H. Boehm at the joint ABH-AHA session at the AHA annual meeting in 1983 as a sponsoring body, an editor-in-chief,

section editors and contributors, a sponsoring institution, funding, and a publisher. [13]

Another need, conflicting with the need for careful, elaborate organization of the process and participation by a large number of scholars, is that the guide be published soon. The need is now.

The guide, even in one volume, would not fit into a jacket pocket or be affordable by most students. It would be a reference book residing on library shelves and on the desks of those historians who teach students beyond their own specialties.

4.3 OPTION 3: MULTI-VOLUME GUIDE

4.3.1. Format, Size, Audience

Because of the enormous increase in the body of published material and the trend of specializations in historical study and research, a modular organization of three to six volumes might be more useful and more practical to produce. The material could be divided into volumes according to areas of the world or time periods, e.g., ancient and medieval, North America, Latin America, Western Europe, Britain and the Empire, Russia and Eastern Europe, Asia and Africa, or other such groupings. The audience would be the same as that of the one-volume option but a modular guide might be more attractive to researchers than the smaller and more general one because it could be more inclusive.

The multi-volume format would allow for a larger guide, which would be more satisfactory for most of the users. There would have to be duplication of some entries among the volumes.

4.3.2. Scope

The content of the guide would be as described for option 2: clearly delimited to history and only directly related material from other disciplines; world history, all time periods, and the subfields of history; reference sources; preference for English- and Western-language works. The multi-volume format would allow for better coverage of non-English works and thus be more useful to graduate students working on areas outside the English-speaking world. Additional features to be considered would be the same: chapter or section historiographical essays and instructions on beginning research on a topic in that area.

4.3.3. Problems

The disadvantage is that there would not be a general overview conveniently presented to the reader, but the degree of the disadvantage is difficult to estimate. As noted above, there would be duplication of entries and some overlap of areas and periods among the volumes, but that would not be a disadvantage to the user. Although the multi-volume format for a guide to political science literature was not successful, that format appears to be more viable for the larger field of history.[14]

Production problems are probably no greater than for the one-volume guide although more contributors might be involved, editorial work would be more protracted, and, of course, the cost of the published set would be multiplied. The size of the project would probably necessitate foundation funding and an elaborate editorial appratus. Consequently, this is a long-term project.

4.4 OPTION 4: MODULAR BOOKLETS

Yet a fourth option, sometimes presented as a variation of the multi-volume one, is the publication of smaller modules in booklets of 40-100 pages on historical topics. Such a format was suggested by ABC-Clio (Memo AHA 84-2, May 15, 1984) as one component of a five-part guide service. Each of these booklets would cover a topic from the plan of the comprehensive guide, like the American Early National period, American Progressivism, the British Tudor-Stuart period, the French Revolution, etc., similar to the pamphlets from the AHA Service Center for the Teachers of History. Each one could be compiled by its editor and distributed as soon as it was completed. Together the booklets would form the complete guide, published in one volume. This publication scheme would speed up the distribution of the guide and avoid the wait for completion of the entire guide before any of it could be used. It would also make available for individual purchase sections of particular interest to a student or teacher.

On the other hand the cut-off dates of the various booklets would vary over a long period, and opinion is divided on the usefulness of modules on such narrow topics. One person noted that just locating the relevant pamphlet would be a chore. The booklets, aimed primarily for students, would not be as appealing to librarians for reference, including classroom instruction, but would join the many other bibliographies available on specific topics in history. This small-module option was less favorably received than other options by our respondents; therefore further survey of potential users would be advisable before deciding to pursue it.

4.5 OPTION 5: COMBINATION OF MODULES AND A ONE-VOLUME GUIDE

The fifth option is a combination of a one-volume guide and either the multi-volume or the booklets option. This is a long term project, but perhaps the ideal one.

4.5.1. The format, size, audience, and scope would be that described above for the multi-volume guide, probably numbering closer to six volumes than three, but with the possibility of expanding to as many volumes as needed to cover all areas of history. The exact divisions and organization have to be determined by the editorial team, informed about preferences of colleagues and about publishing costs; these are not decisions that can be made solely through a survey of potential users.

An overall plan would be developed and teams of scholars organized for each volume, i.e., for each major division. Work on the volumes would proceed simultaneously but each volume could be published as soon as completed.

Upon completion of all the individual volumes, a one-volume guide would be compiled based on those volumes. This concise guide would be highly selective and intended for the student and general educated public. Individual contributors would code entries to be retained in the concise guide and the editor-in-chief or editors would make the final selection. The guide would be formatted and priced for individual purchase, for public libraries, and for smaller college libraries. College and university libraries that had the full set would not necessarily need the concise edition, at least not in the reference section. This plan has the advantages of option 2, especially the more extensive scope and the usefulness for advanced students and those in less common areas of study.

The disadvantage of not presenting an overview of all history to the reader of a single volume would be offset somewhat by the publication of the concise edition; in a way, the latter might serve as an index to the more comprehensive volumes. On the other hand, the advantage of publishing each volume as soon as it is ready is offset by delaying the one-volume edition until the set of more comprehensive guides is published. Caution was expressed against making the mult-volume set too large for the majority of libraries and the concise one too small to be really useful.

4.5.2. A variation of the above option is to publish the guides in smaller individual segments, the booklets of option 3, followed by a one-volume selective and concise guide. As noted above, the need for a guide in such small segments is less clear than for the other options and would need to be further investigated. The primary need, that of a comprehensive guide, could not be met until all the segments were completed; but with careful assignment of topics, rigorous organization, and full support of the Research Division, it could be accomplished without taking an inordinate amount of time.

4.6 OPTION 6: A COORDINATED INFORMATION SYSTEM

The above options have focused on scope and formats of a published guide and perhaps present bibliographic needs in history too narrowly. The ultimate goal of all the above options (except possibly option 1) is to develop an infrastructure that will provide for the continued updating and generation of guides and bibliographies. A proposal with a broader vision that focuses on the processes of bibliography rather than on the products, but one that this paper cannot adequately explore given the time constraints, is the development of an information system. A coordinated

information system would include a multi-functional database from which a variety of products in a variety of forms (print, machine-readable, whatever) could be produced, such as a current bibliography, topical bibliographies, and guides for different levels and purposes. It would encompass materials in all forms (print, audio, film, video, microform, archival, and machine-readable). Obviously, a standard record format would be devised that would include numerous fields or tags useful for selecting and sorting the citations. The system would allow separately produced files or bibliographies to be linked so that citations could be shared by and transferred among a number of editorial offices and publishers; effort could then be put into the intellectual tasks of subject indexing and other retrieval matters instead of the mechanics of collecting and inputting data.

This is not an entirely new idea. There were aspects of it in the "AHA Bibliography Report: Toward a Central Bibliographic Service" [1976], in ABC-Clio's 1984 proposal to the AHA for five service components (May 15, 1984, re: AHA Guides to History), and in Warren F. Kuehl's concept of a universal history bibliography database and thesaurus. A more comprehensive system taking full advantage of modern information technology and including all the kinds of information historians need is envisioned by Lawrence J. McCrank (Auburn University at Montgomery) in his reply to our draft paper.[15]

5. TECHNOLOGY

5.1. MACHINE-READABLE DATABASE

Regardless of the option chosen for the guide, it must be developed as a machine-readable database and input should be in machine-readable form from the outset; that is, the text will be stored in a format that can be read and manipulated by a computer. Having the text of the guide--the database--in machine-readable form is the most economical means of inputting the citations; editing, formatting, and sorting them; and publishing the final product. In projects of the scope anticipated in options 2 through 5 above, which require numerous category and subcategory headings (classification headings), a variety of indexes, and means to sort and edit thousands of entries and to interfile new ones, traditional techniques are not feasible; they are extremely tedious and wasteful of time and labor as compared to the use of computer technology. The database must be compiled using a database management program that allows for easy editing and updating. This may be done using one of several programs now
16 available for microcomputers[16] so that individual contributors can put their work on floppy disks (or another appropriate medium) from the beginning and send it via telecommunications (using a modem and communications software) to the editorial office. Personal microcomputers and software exist in a wide variety and are not often compatible with each other or with computers that will be used to merge and edit the entire database. The editor or editorial board, in consultation with their data processing (computer technology) experts, will either choose a program for all contributors to use or specify which micros and software can be used with available translation programs. The SHAFR proposal for revisions of their guide allows for use of several different micros (technically,

operating systems) because there is a program to transfer data from them to IBM micros.

Combining individual contributions at the editorial office may use whatever combination of micros, minis, or full scale computers is most efficient. These details are to be worked out based on the latest software and the equipment available. The requirement is that the process include easy editing and updating--probably online editing, at least at the level of the individual contributor and the section editor, but possibly at every level. The organization, whether a computer facility or a publisher, that does the processing for the final product must work with the editors to select a single software program for use by contributors and editors or ensure that data can be converted for use on the editors' and publishers systems. Once the procedures for gathering the data and the process of compiling and editing the database are established, updating and publication of revised editions of the guide will be far easier.

5.2 MEDIA OF THE GUIDE

The guide or guides would be published in printed form regardless of the format option chosen. The guide must be easily available in traditional printed book form for two reasons: 1) The majority of users still rely on print and it is too soon to expect everyone to have easy access to the equipment to use a guide that is available only in machine-readable form. Even in libraries where there will be rapid adoption of machine-readable formats, we cannot yet expect it to be convenient or economically feasible to have this equipment for use with publications like a guide to historical literature. 2) A guide is the kind of work that is still better and in most cases more easily used in printed than in machine-readable form. It

is worth recalling here the distinction between a guide and a bibliography, the purpose of a guide as an introduction and overview, and the benefit of less structured searching (browsing) for many users of the guide.

The availability of the guide in machine-readable form to individual or library users, simultaneously with the printed version, is appealing but not a top priority. As historians and students in general develop their knowledge and use of new information technology, they will want resources available in easy-to-use machine-readable formats. Some would take advantage of a publication available, for example, on a floppy disk that could be used in a convenient micro—their own, the history department's, or the library's. Libraries eventually will be able to serve patrons with more and more resources in machine-readable form, whether on floppy diskettes, online databases, compact disks (CD-ROM), or other storage and retrieval devices. Before planning distribution of a guide on either floppy diskettes or CD-ROM, a careful market survey is needed.

Updating the guide or selected portions of it by supplements on diskettes could be done quite easily from the machine-readable database, and cumulations of supplements could be made at specified intervals like every five years. But again, one must consider the convenience factor. Are history professors, students, and library patrons likely to use supplements (which in themselves are inconvenient!) in a machine-readable format, which will probably (but not necessarily) be filed and used in a place not close to the original printed volume? A better solution would probably be to update the guide and have the whole thing available on a diskette or other machine-readable form.

As technology changes, so will the exact methods of compiling, manipulating, revising, and distributing the database. Right now floppy diskettes are very popular for use in micros but have a limited capacity. CD-ROM, a technology that is still in flux, is not yet an economical or efficient method but may replace floppies and, to some extent, online databases in the future. At this time is is not feasible to recommend exact specifications.

It has been suggested that the guide also be available online. Online access--that is, the ability to connect to a database loaded in a computer, to query it interactively, and to produce results--would be possible if the guide were produced and distributed in a machine-readable form usable in a microcomputer (i.e., with software usable by a variety of micros or as part of a CD-ROM system). Online editing ability is not synonymous with online access to users. The guide database does not have to be available online to users, either on their own disks or via an information retrieval system, for it to be online at the editorial office or other processing point for convenient and frequent updating. For a database to be maintained online by a widely-available online information retrieval system for immediate access by the individual user via telecommunications, requires a volume of use that justifies keeping that database constantly and instantly available in a computer. It is extremely unlikely that use of a guide could qualify. Online access to current bibliographies is far more important than such access to a guide. (Perhaps the suggestion of an online guide came from those who expect a guide to serve as a current bibliography.)

It is more likely that guides will become available either as an online database of guides (i.e., many guides in one database) or in a

machine-readable form that can be accessed locally, such as a floppy disk or part of a CD-ROM system. For example, the AHA might think about providing RPA, Writings, and the guide on a CD-ROM once that technology becomes more routine and indexing of those bibliographies has been developed. Both the database of guides originating from a number of publishers and the more limited database of AHA publications would need to have a consistent indexing scheme applied to them. Ultimately, distribution of the guide in machine-readable form, perhaps even as an online database, is desirable. Such format would allow for precise searching and printing of highly selective portions of the guide by individual users.

6. FINANCING AND ORGANIZATION

At this point it is not possible to estimate the cost and outline methods of financing the various options for a new guide to historical literature. It is evident that all options, except possibly option 1, require widespread support by AHA members, educational institutions, a publisher, and foundations from whom funds may be solicited. These options may be beyond the financial resources of the AHA but not beyond its organizational and leadership abilities. The AHA as the sponsoring body would be able to enlist the efforts of an editorial team, seek funding from foundations and the National Endowment for the Humanities, and assist the editors in arranging for technical support from consultants and the publisher. The AHA might consider preparing a request for proposals from publishers once the preferred option has been chosen. It seems logical to expect foundations and the NEH to be more likely to support a major, comprehensive effort reaching a wide audience than fragments of a field; smaller, more specialized guides are abundant; regardless of the option chosen, the aim is a general guide.

7. RECOMMENDATION ON OPTIONS FOR A GUIDE

This report does not imply that there is unanimity among ABH members, nor even among the ABH ad hoc committee members, on the preferred option, but there is agreement that the need for a new printed guide is urgent, that it must be in machine-readable form, and that a system be developed that will provide for future revisions and ongoing production. The AHA is encouraged to look beyond the immediate production of a guide to a coordinated information system and to other issues in history bibliography. The need is greatest for a one- or two-volume guide (option 2), but the viability of a guide in only one volume is questionable. Option 2 meets the needs of a large segment of the AHA membership, of academics as well as students, of scholars interested in areas beyond their own specialties, and the serious public. It could be produced more quickly than the more extensive multi-volume or modular options, although option 5, several volumes plus a concise one-volume guide, is still a long-term preference. The multi-volume or modular options offer the advantage of producing the parts separately and then drawing the whole guide together from those parts, but it still appears that such options would take greater effort to organize and a longer time to produce the complete guide. In either case, the keys to the production of an AHA guide are an experienced, persuasive editor with a clear idea of the project but enough flexibility to adapt to exigencies of the production, and the vigorous, sustained support of the Research Division.

8. OTHER ISSUES IN HISTORY BIBLIOGRAPHY

8.1 CURRENT BIBLIOGRAPHIES

The issues related to current bibliographies have been alluded to in the review at the beginning of this paper, particularly the duplication of effort in bibliographic coverage, lack of currency, and inadequate indexing of some of the services. Although the field of history is well served by both general current bibliographies and more topical ones in journals or other specialized publications, it is less than ideal that the most informative of the bibliographies, HA and AHL, cannot offer the currency desired, whereas the bibliographies that do offer currency, RPA and the the citation indexes, have serious access problems (lack of indexing).

An intriguing idea is that the AHA and ABC-Clio might join forces to produce an integrated bibliographical service offering both currency and adquate subject indexing without duplication and competition. A possible scenario would be to produce RPA as an online current awareness service and then as abstracts and indexing became available, to move the bibliographic entries into the HA-AHL work stream and publish them in both paper and online versions. Such a service is provided by the American Psychological Association. An "in process" database called PsycAlert is created and made available online with weekly updates. The entries include full bibliographic information and brief (quick) indexing. When the abstracting and final indexing processes are completed for an entry, it is deleted from PsycAlert and moved to the Psychological Abstracts and PsycInfo (the name of the online database) publications. To upgrade ABC-Clio's production process to a similar production system or to develop the front end of

such a production at RPA offices is an attractive idea. In this scenario, by the time the arrangements could be worked out and put into operation, historians would be ready to use online searching for their current awareness needs either on their own micros or at the library--as psychologists are now able to do. RPA would not be published in paper form; HA and AHL would be published both in paper and online forms. Writings, too, would probably be a part of the "in process" current awareness file and, like RPA, would then be used to improve the breadth and consistency of coverge in the abstracts database.

Some similar cooperative venture with the producer of the citation indexes, the Institute of Scientific Information, seems less likely because of the different objectives and scope of the citation indexes. It should be noted, however, that the citation indexes, published semi-annually and cumulated annually and at longer intervals, are complemented by printed table-of-contents current awareness indexes under the general title, Current Contents.

8.2 CURRENT BIBLIOGRAPHIES: JOURNAL ABSTRACTS

Related to the issue of producing current bibliographies that are informative, timely, and cost-effective is the need for history journals to join the world of modern scholarly information systems by publishing abstracts with the journal articles. Publication of an abstract preceding each article, prepared by the author of the article according to stipulated guidelines, is standard in the sciences, social sciences, and library and information science. The abstracts are then used, with permission, by abstracting-indexing services. As noted above, abstracts add considerably to the value of the bibliographic citations. Not only do they give

additional information about the item--especially useful in deciding which items to pursue, given the enormous production of scholarly literature--but they also are a text that can be searched online, thus providing additional subject access (a sort of "free text" subject indexing). Obviously the use of already prepared abstracts speeds up the bibliographic service considerably. There is no reasonable objection to requiring such abstracts and publishing them in the journals, only inertia and lack of organization. The need for abstracts in history journals was strongly supported by several responses to the draft paper and was discussed recently
17 in the newsletter Editing History.[17] The AHA is in a position to endorse the publication of abstracts with journal articles and to set an example through the American Historical Review.

8.3 CURRENT BIBLIOGRAPHIES: JOURNAL BIBLIOGRAPHIES

Another area in need of cooperative arrangements is that of bibliographies published in various history journals. Whether this is an issue worth solving is not certain. The AHA broached it in its "AHA Bibliography Report: Toward a Central Bibliographical Service" [1976] but was evidently not convincing in its statement of the need for consolidation of effort or in its proposal of a mechanism. The continued publication of bibliographies in journals indicates the need for current awareness, but what it says about the need for a comprehensive current awareness bibliography is not so clear. Perhaps expansion and substitution of an online RPA (as outlined in section 8.1) would be entirely sufficient given the continued publication of more specialized bibliographies in a number of special interest journals. Or customized bibliographies might be generated from the RPA database for publication in the journals that wished to continue publishing their own bibliographies.

8.4 TITLES OF PUBLICATIONS

A perennial problem is the use of non-meaningful titles for books and articles. Despite the pleas of bibliographers and information
18 professionals, despite the instructions in books on writing history,[18] and despite the satires and harangues on titles that appear regularly in the scholarly publishing press, titles continue to be less useful than they should be for determining the subject of a published work. The lack of meaningful, accurate titles makes the subject indexing of SSCI and AHCI less useful than it could be and makes other indexing more costly and time-consuming.

Here, too, journal editors and book publishers, with the assistance of the AHA, could guarantee that meaningful titles are used. A few historians, keenly aware of the use of computers in information retrieval, consciously choose titles for their works that will ensure their being found in a search on the topic, and the ubiquitous subtitles of books, although lampooned, provide a second chance at the topic, but improvement is still needed. The AHA could provide leadership and direction on this matter, one that may appear to be a small detail but actually has profound consequences for subject indexing and retrieval.

8.5 THESAURUS FOR HISTORY

An ambitious and far-reaching bibliographic project is the possible development of a thesaurus for use in history bibliographies, indexes, guides, and other reference works, including use with online databases. A thesaurus provides a structured and standard (controlled) vocabulary to be used by all bibliographers and indexers so that there can be dependable and consistent indexing and retrieval of literature. Thesauri

have been developed and are maintained for the major abstracting and indexing services Psychological Abstracts, Index Medicus, Biological Abstracts, ERIC (Current Index to Journals in Education and Research in Education), and for smaller ones like United States Political Science Documents. Thesauri are currently being develeoped for art and women's studies. Development of the Art and Architecture Thesaurus, highlighted by Pat Molholt at the 1985 ABH Annual Meeting, provides valuable experience on the organization, procedures, scheduling, financing, and use of a thesaurus for a major field of study.

Although the prospect of reliable retrieval is enticing, opinion among information professionals on the desirability of developing a thesaurus--and guaranteeing maintenance of it (constant review, regular revision and updating)--is varied. It is a very expensive and continuing project requiring both subject (i.e., history) and lexicographical expertise over a long period. There is the additional problem of acceptance and use: scholars and bibliographical publishers will not necessarily adopt a standard terminology, no matter how well conceived. Careful examination of the need for and feasibility of a history thesaurus should be part of the AHA's plans for bibliographical services.

8.6 UNIVERSAL HISTORY BIBLIOGRAPHY

Related to the development of a history thesaurus is the idea of a universal history bibliography. The thesaurus would be the preliminary step, necessary for the indexing of such a large undertaking as a single, comprehensive current bibliography. Professor Warren F. Kuehl, University of Akron, is working on plans for a thesaurus and a universal history bibliography. The ABH, AHA, and OAH have all three expressed support for investigation of the feasibility of these two projects.

8.7 STATUS OF BIBLIOGRAPHY AS A SCHOLARLY ENDEAVOR

Can anything be done about the neglect of bibliography as a scholarly endeavor? Graduate history courses are frequently found to be inadequate in teaching the bibliography of their subjects and research methods courses are sometimes woefully out-of-date with regard to bibliographical tools and library resources.[19] Indeed, both historians and librarians have noted the degree of functional bibliographic illiteracy of students and some mature historians. This issue has two aspects, the need for attention to bibliographies in the forums of scholarly discussion, the leading history journals, and the need for bibliographic instruction as an integral part of history teaching.

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8.7.1. History Journals and Bibliography

Journals are an important means of communication in the profession; if journals do not cover matters of bibliography and reference resources, historians are ill-informed about new developments. Editors of history journals need to be more sensitive to the role of bibliography in historical research and writing so that significant developments are treated in the pages of their journals and bibliographical endeavors are reviewed in the book review sections. Critical evaluation of bibliographies, guides, finding aids, and other bibliographic tools is needed to help future compilers avoid errors and develop the best features of such tools. Responsibility for reporting and criticism of the bibliography of history should not be left so overwhelmingly to the library and information science professions or to journals created especially for that purpose--which can be easily ignored by those historians not already committed to knowing and teaching bibliography.

8.7.2. Bibliographic Instruction

Bibliographic instruction is a phrase used here to refer to all types of instruction in the use of library resources. It may take a variety of forms and be delivered in person or through print or other media, in the library, the history classroom, or on an individual level. Several historians as well as librarians noted the imperative that historical methods courses be brought up to date. Instruction in the use of bibliographic tools and the library should be encouraged by the Teaching Division, perhaps in cooperation with the History Teachers Alliance and the National Coordinating Council on the Promotion of History, so that professors are both knowledgeable themselves and directly involved in such teaching; instructional services of libraries should be an integral part of courses not merely occasional adjuncts.[20] It was suggested that the AHA consider developing guidelines for bibliographic competencies to be required of history students at the undergraduate and graduate levels.

The Teaching Division could promote a more serious approach on the part of the history profession to bibliographic education by co-sponsoring programs at the annual meeting and by including a bibliographic component in its workshops. A column on bibliography in Perspectives focusing on both issues and such specific developments as online catalogs (OCLC, RLIN), bibliographic databases, new reference tools, and cataloging and classification of books would be a step in this direction.

8.7.3 Need for More General Conception of History

In addition to the above points, there is present in some of the responses from historians and librarians and in this presentation

of the options for a guide to historical literature an undercurrent of criticism of the over-specialization and fragmenting of the history profession--or at least the limitation of some historians to a narrow view of history and history teaching. This point and the related one of the need to teach world history was also discussed by Philip D. Curtin in his presidential address at the 1983 AHA Annual Meeting.[21]

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Designers of the new AHA guide will have to forge ahead in the face of lack of interest from some research scholars, but as one "specialist" insisted, there are also specialists who do use general guides and bibliographies for a variety of purposes. Bibliographic instruction librarians have assisted in broadening historical research training in some cases, but a more consistent and conscious effort is needed. Concern was also expressed that certain fields of history, such as public history, be better represented in the AHA's endeavors. The call, implicit and sometimes explicit, for a broader approach to graduate education in history should be addressed by both the Research and Teaching divisions.

Presented by the Association for the Bibliography of History,
Ad Hoc Committee on History Bibliography and a Guide to Historical Literature,

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Charles D'Aniello
Arnold H. Price
Jane Rosenberg
Dwight L. Smith

12 April 1986

NOTES

1. It would be helpful to avoid the term "historical bibliography" because that term means something quite different from our subject, which is the bibliography of history. "Historical bibliography" is the history of the production and dissemination of books and other recordings of ideas, including the social, institutional, and physical aspects of their production. Roy Stokes, The Function of Bibliography (London: Andre Deutsch, 1969): 160-169; A. M. Lewin Robinson, Systematic Bibliography: A Practical Guide to the Work of Compilation, 4th ed. (London: Clive Bingley, 1979): 9; Robert B. Harmon, Elements of Bibliography: A Simplified Approach (Metuchen, NJ: Scarecrow Press, 1981): 100-101.

2. Frank Freidel, "Lessons to Be Learned from the Harvard Guide"; Richard Dean Burns, "Lessions to Be Learned from the Preparation of the Guide to American Foreign Relations since 1700"; Jamil S. Zainaldin, "Plans for a New AHA Guide to Historical Literature"; and Eric H. Boehm's comments, "On the Preparation of Guides."

An early report on historians' attitudes is in Dagmar Horna Perman, "Bibliography and the Historian" in Bibliography and the Historian: The Conference at Belmont (Santa Barbara, CA: Clio Press, 1968):7-19, sponsored by the AHA. A recent and more thorough survey is analyzed in Margaret F. Stieg, "The Information Needs of Historians," College and Research Libraries 42 (1981): 549-560. A comprehensive literature review is Sue Stone, "Humanities Scholars: Information Needs and Users," Journal of Documentation 38 (1982): 292-313.

3. Thelma Freides, Literature and Bibliography of the Social Sciences (Los Angeles: Melville Publishing Co., 1973): 134, 239.

4. Diana M. Thomas, Ann T. Hinckley, and Elizabeth R. Eisenbach, The Effective Reference Librarian (New York: Academic Press): 77.

5. Elizabeth Frick, Library Research Guide to History: Illustrated Search Strategy and Sources (Ann Arbor: Pierian Press, 1980): 43. The distinction between a guide and a bibliography is further blurred by publishers who use the word "guide" to make bibliographies sell better.

6. The History Section Bibliography and Indexes Committee of the American Library Association, Reference and Adult Services Division, has compiled a "Consumer's Guide to the Curent Bibliography of Historical Literature" of Europe and the Americas and is working on a similar guide to the guides to the literature of history. See also the extensive Serial Bibliographies and Abstracts in History: An Annotated Guide by David Henige (Westport, CT: Greenwood Press, 1986).

7. Joyce Duncan Falk, "Database Characteristics and Search Problems in the Humanities (Abstract)," Online '85 Conference Proceedings (Weston, CT: Online, Inc.): 105. Eugene Garfield, "Is Information Retrieval in the Arts and Humanities Inherently Different from That in Science? . . . ," Library Quarterly 50 (1980): 40-57; Eugene Garfield and Susan Deutsch, "ISI Computer-Based Information Services for the Social Sciences and the Arts and Humanities," in Joseph Raben and Gregory Marks, eds., Data Bases in the Humanities and Social Sciences (Amsterdam: North-Holland, 1980): 315-319.

8. [Eugene Sheehy], review of Writings on American History, 1962-73: A Subject Bibliography of Books and Monographs (Washington: American Historical Association, 1985), College and Research Libraries 47 (January 1986): 77-78.

9. The OCLC Online Union Catalog, produced by the Online Computer Library Center, Inc., Dublin Ohio, was developed as a cooperative cataloging utility but is now used for bibliographic verification and interlibrary loan, too. It has more than 3,000 member libraries. Publications of the most recent four years are also available as an online database on the BRS Search System where all words in the titles and subject headings of books and other formats can be searched.

The Research Libraries Information Network (RLIN) database, produced by the Research Libraries Group, Inc., Stanford, California, is another major union catalog with more than 60 major university and other research library members (various categories of membership). Even libraries that are not members for cataloging purposes can search the database using words in the titles or subject headings, Library of Congress class numbers, and other data to find books and other formats.

10. Michael Keresztesi, "The Science of Bibliography: Theoretical Implications for Bibliographic Instruction," in Cerise Oberman and Katina Strauch, eds., Theories of Bibliographic Education: Designs for Teaching (New York: R. R. Bowker, 1982): 11-12.

11. James D. Anderson, "Contextual Indexing and Faceted Classification for Databases in the Humanities," Proceedings of the Annual Meeting of the American Society for Information Science 16 (1979): 194-201; "Prototype Designs for Subject Access to the Modern Language Association's Bibliographic Database," in Joseph Raben and Gregory Marks, eds., Data Bases in the Humanities and Social Sciences (Amesterdam: North-Holland, 1980): 291-295; Eileen Mackesy, "The MLA International Bibliography: Enumerative Classification in an On-Line Data Base," ibid., 285-289.

12. Guides referred to:

Harvard Guide to American History, rev. ed., Frank Feidel, ed. (Cambridge, MA: Belknap Press of Harvard University, 1974).

A Guide to the Study of the United States of America: Representative Books Reflecting the Development of American Life and Thought (Washington: Library of Congress, 1960); Supplement 1956-1965 (Washington: Library of Congress, 1976).

Etta Arntzen and Robert Rainwater, Guide to the Literature of Art History (Chicago: American Library Association, 1980).

Helen J. Poulton, The Historian's Handbook: A Descriptive Guide to Reference Works (Norman: University of Oklahoma Press, 1972).

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13. "On the Preparation of Guides," published in the Association for the Bibliography of History Newsletter 7 (November 1984): 1-2.

14. Frederick L. Holler, Information Sources of Political Science, 2d ed., 5 vols. (Santa Barbara, CA: ABC-Clio, 1975). The third edition (1981) was published as a single volume.

15. The first two items were borrowed from the AHA files; the last is in McCrank's response to the draft, March 25, 1986.

16. NOTEBOOK, in conjunction with FYI-3000, is one under consideration by the SHAFR guide editors. They have tested and rejected d-Base III, Condor, and DataStar, among others.

17. R. V. Schnucker, "The Abstract and the History Journal," Editing History 2 (December 1985): 2-3.

18. For example, Savoie Lottinville, The Rhetoric of History (Norman: University of Oklahoma Press, 1976): 39.

19. Walter Rundell, Jr., In Pursuit of American History: Research and Training in the United States (Norman: University of Oklahoma Press, 1970); Margaret F. Stieg, "The Information Needs of Historians," College and Research Libraries 42 (1981): 549-560.

20. Melvin J. Tucker, Jane A. Rosenberg, Robert P. Swierenga, and Charles D'Aniello, "Historians and Using Tomorrow's Research Library: Research, Teaching, and Training," The History Teacher 17 (1984): 385-444. This series of papers recounts issues and experiences in bibliographic instruction by professors and librarians; it includes an extensively annotated bibliography of readings and course materials for bibliographic instruction in history.

21. "Depth, Span, and Relevance," American Historical Review 89 (1984): 1-9. The criticism is not new; it appeared in The Education of Historians in the United States (1962), a study by the Committee on Graduate Education of the AHA, cited by W. Stull Holt, "The Education of Historians in the United States," American Historical Review 68 (1963): 402-406.